



# Third Grade Newsletter

February 2024

## Important Dates

Wednesday, February 14th - Valentine's Day card exchange - If your child would like to pass out Valentines, please make sure your child has enough for each student.

Monday, February 19th - Schools closed for Presidents' Day

## Reminders

Please make sure your child brings a jacket or sweatshirt to school. Students will be outside for recess on most days.

Please continue to monitor your child's pencil pouch for any needed supplies.

You can keep track of your child's progress through the Home Access Center. Click on this link to get started!

[Login \(carrollk12.org\)](http://carrollk12.org)

## What are we learning?

### Math

This month in math we will begin a unit on Equivalence and Comparing Fractions. Students will be comparing fractions by using area models and number lines. They will apply their knowledge of fractions on a number line to using a ruler to measure to the nearest  $\frac{1}{4}$  of an inch.

Please see the parent letter and Math Memo attached for more information.

Your student's benchmark scores were sent home with their report cards. If you have any questions about their scores, please contact your child's math teacher.

## **Science**

In science we will continue to explore Matter and Its Interactions.

## **Humanities**

In Humanities, we will begin our Social Studies unit on Regions. We will be using a new online textbook. We will start with the West region and work our way East!

In writing, we will be working on opinion writing. We will work on how to explain our reasoning. We will also learn about the author's purpose in writing.

## **Stay in Touch!**

Please reach out to your child's teacher with any questions or concerns.

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## THIRD GRADE MATHEMATICS – Unit 5

Dear Parents,

During Unit 5, your children will build the understanding that the size of a fractional part is relative to the size of the whole. For example,  $\frac{1}{2}$  of the paint in a small bucket could be less paint than  $\frac{1}{3}$  of the paint in a larger bucket, but  $\frac{1}{3}$  of a ribbon is longer than  $\frac{1}{5}$  of the same ribbon because when the ribbon is divided into 3 equal parts, the parts are longer than when the ribbon is divided into 5 equal parts. Your children will use fractions to represent numbers equal to, less than, and greater than one. They will solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators. Your children will apply their knowledge of fractions by using rulers to measure to the nearest fourth of an inch. They will organize their measurement data on a line plot.

### FRACTIONS – EQUIVALENCE AND COMPARING

#### **Students need to:**

- Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
- Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
- Recognize and generate simple equivalent fractions, e.g.,  $\frac{1}{2} = \frac{2}{4}$ ,  $\frac{4}{6} = \frac{2}{3}$ . Explain why the fractions are equivalent, e.g., by using a visual fraction model.
- Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form  $3 = \frac{3}{1}$ ; recognize that  $\frac{6}{1} = 6$ ; locate  $\frac{4}{4}$  and 1 at the same point of a number line diagram.
- Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions, e.g., by using a visual fraction model.
- Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch.

### KEY VOCABULARY

- Fraction:** A number that represents one or more equal parts of a whole
- Unit fraction:** A fraction in which its numerator is 1 and its denominator is a whole number
- Numerator:** The number of parts one selects from the whole
- Denominator:** The number of parts the “whole” is partitioned into
- Halves:** either of two equal parts into which a whole can be partitioned
- Fourths:** one or more of four equal parts into which a whole can be partitioned
- Sixths:** one or more of six equal parts into which a whole can be partitioned
- Eighths:** one or more of eight equal parts into which a whole can be partitioned
- Tenths:** one or more of ten equal parts into which a whole can be partitioned
- Thirds:** one or more of three equal parts into which a whole can be partitioned
- Equivalent:** having the same value or amount
- Compare:** to examine in order to note similarities and differences
- Unit interval:** on a number line, it is the whole that is the interval from 0 to 1, as measured by length
- Interval:** distance between two points
- Inch:** customary unit for measuring length
- Length:** the measure of the greatest dimension of anything measured from end to end

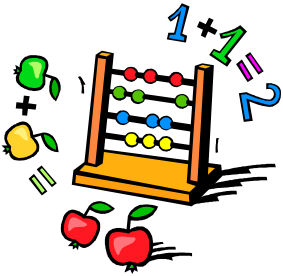
### WAYS PARENTS CAN HELP

- When cooking, explore the concept of equivalent fractions when measuring ingredients. For example, use two one-fourth measurements to equal a one-half measurement or three one-third measurements to equal one whole measurement.
- Explore the concept of equivalent fractions when measuring length with a ruler. For example, two-eighths of an inch is equivalent to one-fourth of an inch.
- Compare fractional amounts when they have the same numerator or the same denominator. For example, one-fourth of an inch is less than three-fourths of an inch; one-half of a cup is greater than one-third of

**3rd Grade  
Math**

# Math Memo

**Unit  
3.5**



## Equivalent Fractions

Maryland College and Career Readiness Standards

*Explain equivalencies of fractions in special cases and compare fractions by reasoning about their size.*

**3.NF.3 (A)** Understand two fractions as equivalent (equal) if they are the same size or the same point on a number line.

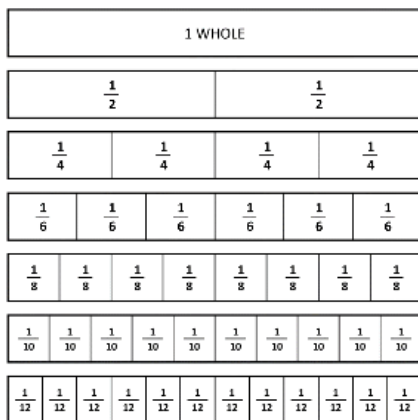
**3.NF.3 (B)** Recognize and generate simple equivalent fractions. Explain why the fractions are equivalent by using visual models.

**Visual Models...**

- \* Area Models
- \* Number Lines



**Equivalent  
Having the  
same value or  
amount.**



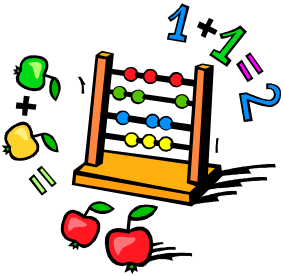
**In Context...**

George had a candy bar that he broke into 4 equal pieces. He ate 3 of the pieces and saved the rest for another day. Julie had the same size candy bar. She broke hers into 8 equal pieces. Julie wanted to save the same amount George has left for later. How many pieces would Julie need to eat in order to eat the same amount George ate?

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## Equivalent Fractions

Maryland College and Career Readiness Standards

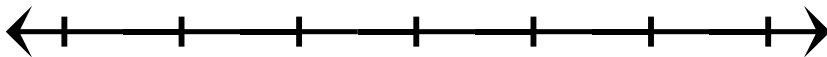
*Explain equivalencies of fractions in special cases and compare fractions by reasoning about their size.*

**3.NF.3 (C)** Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form  $3 = 3/1$ ; recognize that  $6/1 = 6$ ; locate  $4/4$  and 1 at the same point of a number line diagram.*

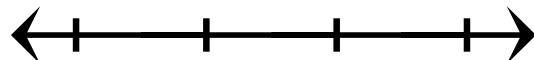
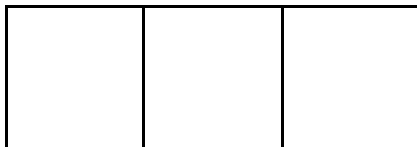
1 whole



2 wholes ( $\frac{2}{1}$ )



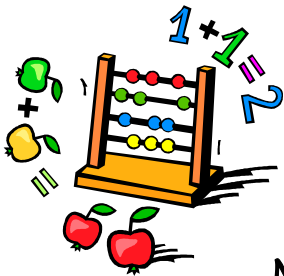
1 whole partitioned into thirds ( $\frac{3}{3}$ )



**3rd Grade  
Math**

# Math Memo

**Unit  
3.5**



## Equivalent Fractions

Maryland College and Career Readiness Standards

*Explain equivalencies of fractions in special cases and compare fractions by reasoning about their size.*

**3.NF.3 (D).** Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions.

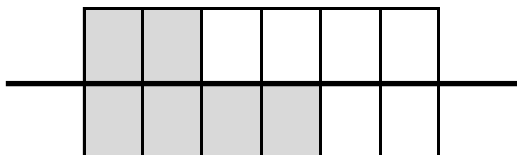
### Same Denominator

$$\frac{2}{6} < \frac{4}{6}$$

Focus on the numerator!

Think: Which fraction has more parts?

(ie. 2 parts are less than 4 parts)



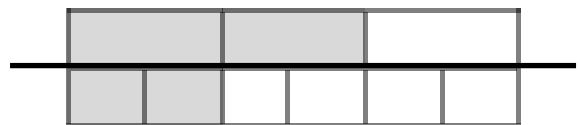
### Different Denominator

$$\frac{2}{3} > \frac{2}{6}$$

Focus on the denominator!

Think: Which fraction has bigger parts?

(ie. 3rds have bigger parts than 6ths)



### Different Size Whole

- \* A larger whole will give you larger parts!
- \* A smaller whole will give you smaller parts!

### CONNECTION CHALLENGE

*Think about the things around you...what do you notice, in the real world, that comes in different sizes?*

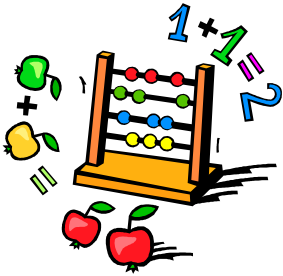
- \* Subs
- \* Movies
- \* Cake
- \* Pizza
- \* Candy Bars
- \* Packages

**3rd Grade  
Math**

# Math Memo

**Unit  
3.5**

## Measurement



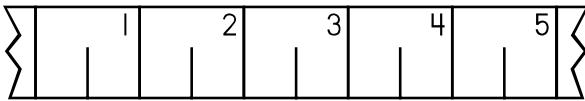
### Maryland College and Career Readiness Standards

3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch.

\*This standard will continue to be taught in future units.

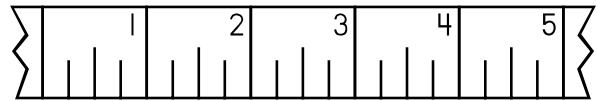
#### Half Inch

Each whole inch is partitioned into halves!



#### Quarter Inch

Each whole inch is partitioned into fourths!



#### How do I use a measuring tool carefully?

- \* Hold your measuring tool “edge to edge” (ie. edge of object to edge of unit)
- \* Remember...count the unit spaces, not the tick marks!
- \* Record the number of whole units you measured & then count on the fractional units (ie.  $3\frac{1}{2}$  inches)

#### CONNECTION

#### CHALLENGE

Measure objects around your house, using a ruler, a tape measure, or a yard stick.

HAVE FUN!!!

**3rd Grade  
Math**

# Math Memo

**Unit  
3.5**

## Measurement: Line Plots



### Maryland College and Career Readiness Standards

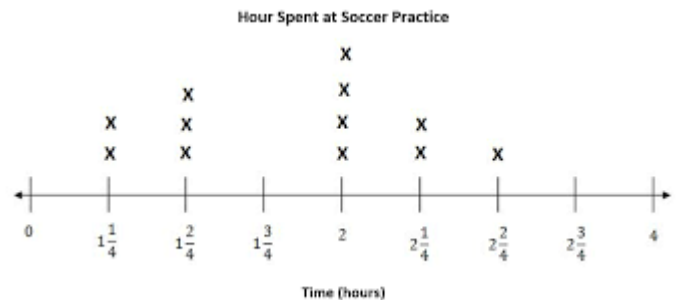
3.MD.4 Organize measurement data by making a line plot, where the horizontal scale is marked off in appropriate unit whole numbers; halves or quarters.

\*This standard will continue to be taught in future units.

#### Title/Labels

Title: Tells what the line plot is showing.

Labels: Identifies what the numbers on the horizontal axis represent.



#### Horizontal Axis

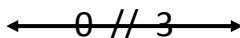
The horizontal number line that runs across the bottom of the line plot .

#### Data

Use dots or X's to represent the data collected.

#### Line Break

A double, diagonal mark that can be placed on the line plot to represent the numbers between 0 and the first data point.



#### Analyze

Solve one-step & two-step questions to think about what the data tells you.